

Common Core Standards: A 2012 Progress Report and Look Forward



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Douglas Levin

Doug is Executive Director of the State Educational Technology Directors Association (SETDA). Doug has been named by Tech & Learning as one of the top 10 most influential people in EdTech in 2011. As Executive Director, Doug works with and represents U.S. state and territorial educational technology directors to other national education groups, federal policymakers, the U.S. Department of Education, the private sector, and the media.



Mickey Revenaugh

Mickey is Executive Vice President at Connections Learning and is one of the co-founders of Connections Academy, a nationally recognized leader in online learning. Prior to that, she helped launch the E-rate program, designed to wire every school and library in America to the Internet.



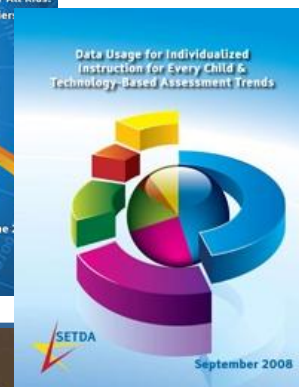
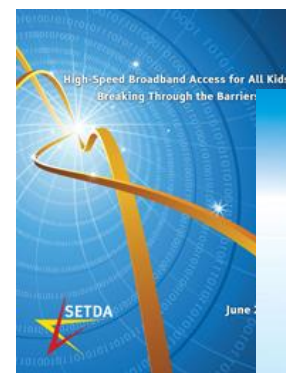
Today's Presentation

- My Perspective
- The Common Core: What's Different?
- Implementation Progress
- Technology's Role in Common Core Implementation
- Spotlight on Common Core Assessment
- Q&A and Comments



State Educational Technology Directors Association

- Ten-year old national, non-profit member association
- Serve, support, and represent U.S. state and territorial directors (SEA leadership) for educational technology
- Forum for:
 - Research and best practices
 - Inter-state collaboration
 - Professional development
 - Public-private partnerships
 - State-federal relations



The Common Core: What's Different?

- Three shifts in ELA/Literacy:
 1. **Building knowledge** through **content-rich informational text**
 2. Reading and writing grounded in **evidence from text**
 3. Regular practice with **complex text** and its **academic vocabulary**



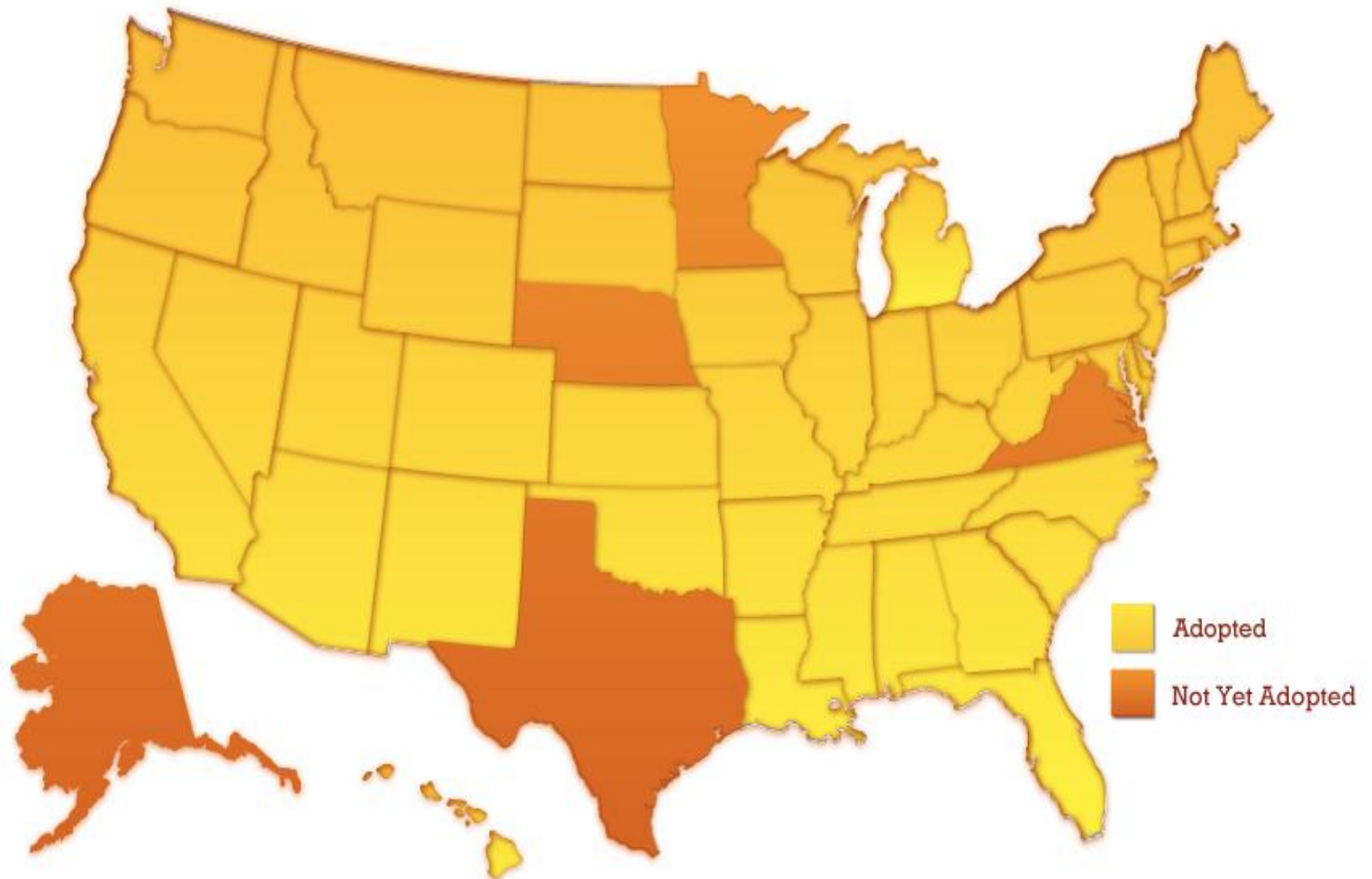
The Common Core: What's Different?

- **Three shifts in Mathematics:**

- 1. Focus:** Focus strongly where the standards focus
- 2. Coherence:** **Think** across grades, and **link** to major topics
- 3. Rigor:** In the major work of the grade, require **fluency, application, and deep understanding** with equal intensity



45 States, 3 Territories, DODEA All Have Formally Adopted the Common Core





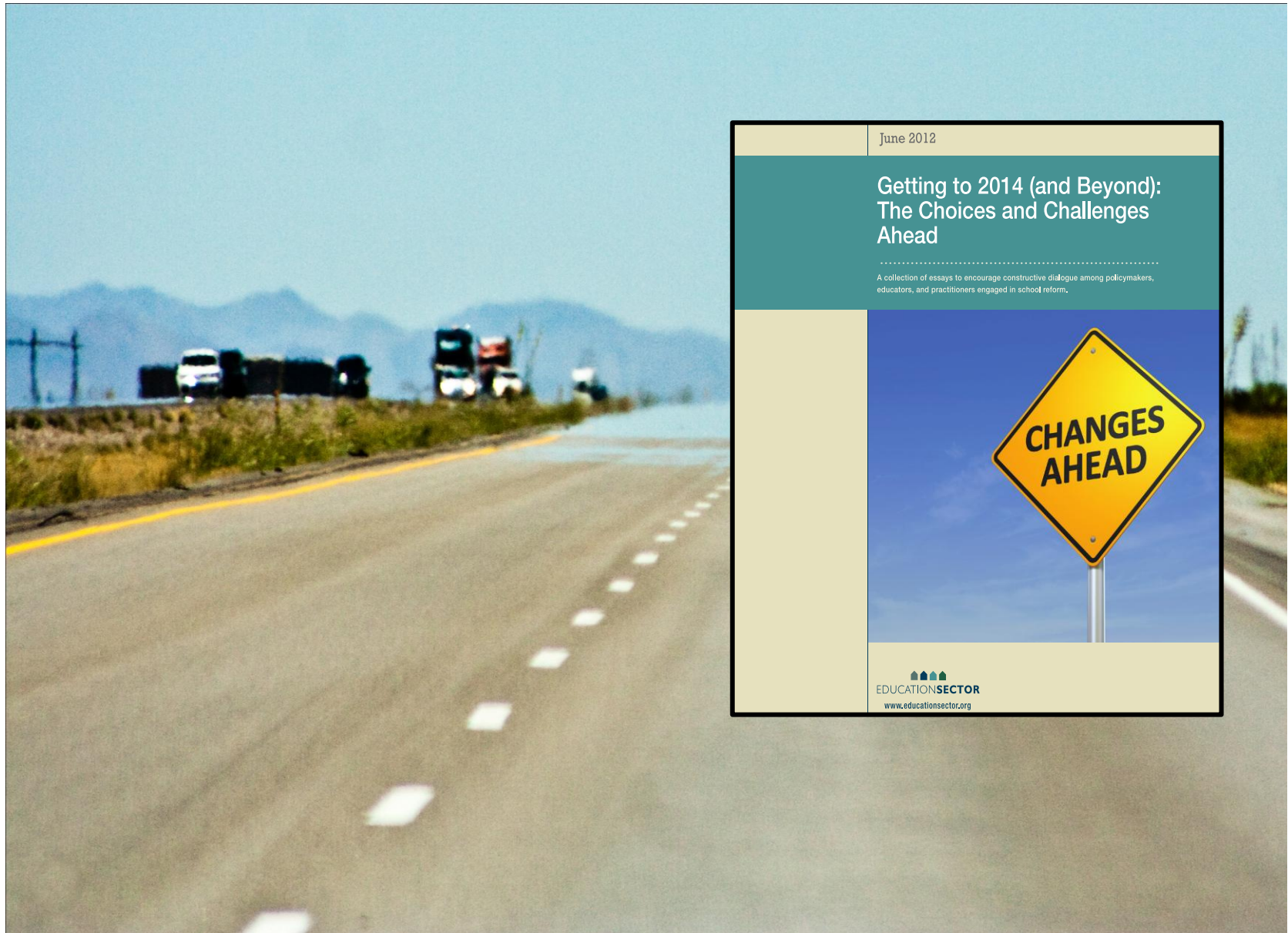
Implementing the Common Core: State Perspectives

- States generally agree that CCSS are more rigorous and will lead to student learning gains
- State implementation priorities: instructional materials, assessment, and professional development
- Most states expect to fully implement by 2014-15; RTT states moving more quickly
- Resource issues are challenging implementation, including especially technology for assessment

Source: <http://www.cepdc.org/displayDocument.cfm?DocumentID=391>



Whither Technology in Common Core?





**Textbooks/
Resources**

Assessment

**Professional
Development**

Data





Utopia



WATERBEDS



From Textbooks to Digital and Open Content

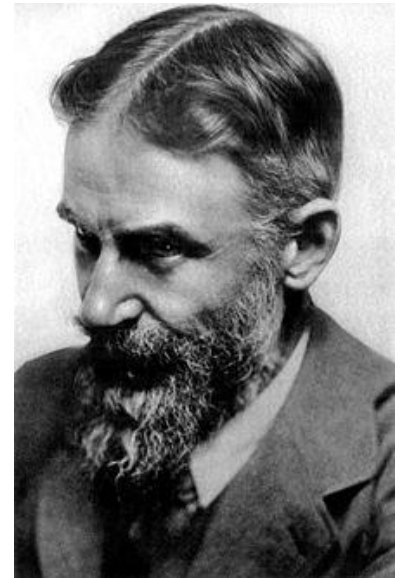
- The medium of the textbook falls short of state goals for instructional resources; technology can address these
- Over a dozen states have changed textbook laws to become more digital friendly
 - ✓ Adoption states and open territory states alike
- Not just eTextbooks, but ‘smart content’
 - Learning Registry, LRMI, SLC
- Future of textbooks being defined now



State Sharing via the Common Core: Open Educational Resources (OER)

“If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.”

- George Bernard Shaw



From #2 Pencil Fill-in-the-Bubble Assessment to Online Testing

- 33 states already testing online; benefits increasingly apparent:
 - ✓ Opportunities for more effectively assessing student understanding and performance
 - ✓ Enhanced accessibility
 - ✓ More efficient method of test delivery; faster turnaround of scores
 - ✓ Improved security model
 - ✓ Increased student engagement and motivation



From #2 Pencil Fill-in-the-Bubble Assessment to Online Testing

- State-led assessment consortia (PARCC/SBAC) developing a smarter *system* of assessments by 2014-15:
 - ✓ Technology to be used to the maximum extent feasible to develop, administer, score, and report
 - ✓ Enable new, innovative item types that capture complex student learning
 - ✓ Adhere to common interoperability standards
 - ✓ Local technology readiness census underway



From Professional Development Workshops to Online Communities

- Teaching quality matters and we know a lot about effective professional development, and yet...
- Teachers as beneficiaries of 'smart content' and next generation assessment systems
- Shift to teacher effectiveness/Value-added models
- Online learning for educators, resource repositories, and online communities of practice



The Rise of 'Big Data' in Education

- Fundamentally a new opportunity afforded by technology
- Can ensure alignment, continuous improvement, cost-effectiveness of:
 - ✓ Digital and open content
 - ✓ Assessment
 - ✓ Professional development
- Interoperability key to addressing host of technical issues in move from standalone software to systems



Spotlight on Common Core Assessment



Technology Readiness Tool

- First ever census of school technology
- Jointly issued by Smarter Balanced & PARCC, with SETDA as partner; Pearson contracted to develop
- Consortia will provide tool to the states to deploy in six data collection windows between 2012 and 2014
- Will collect local data to determine technology readiness for online assessments, and provide gap analysis
- Data to support local/state/national planning for the transition to consortia assessment systems



Measuring Local Readiness

Readiness for online assessments has different dimensions:

- 1.** Computers & other devices
 - Minimum system requirements
- 2.** Ratio of devices to test-takers
 - Including testing window and session scheduling
- 3.** Network and infrastructure
 - Bandwidth, network utilization, size of content
- 4.** Personnel (staffing & training)



Technology Purchase Guidance

- Released initial guidance on instructional technology purchases (April 2012)
- Virtually any machine w/a 10 inch screen and popular OS on the market today will be supported
- Desktops, laptops, netbooks (e.g., ChromeBooks), tablets (MS, Android and iOS), thin clients/virtualization



More Information to Come

- Completion of first administration of Technology Readiness Tool to inform support for legacy devices and operating systems (and extent of Linux support)
- Future field tests to determine peripheral requirements and accommodations (e.g., keyboard, mouse, stylus)



SBAC: Requirement to Use Tablets

“...in 2016-17 students will need access to a tablet (or other device) that employs a stylus for user input. The final implementation timeline for future *required* use of tablets will be described in the minimum specifications guidelines to be released in August 2012.”



PARCC/SBAC Approach: Device Security

- Any otherwise eligible device must meet security requirements for assessment.
- Includes, but not limited to, temporarily disabling:
Web browser access, cameras (still and video), screen capture (live and recorded), email, text messaging, Bluetooth connections, application switching, and printing.





Thank You!

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Questions?



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